

St Christopher's CE Primary School



Teaching and Learning Policy

POLICY TYPE	NON-STATUTORY
OWNER	HEADTEACHER
APPROVING COMMITTEE	P&S
REVIEW EVERY	5 YEARS
APPROVED BY	
POSITION	
DATE	27 th February 2014

St Christopher's CE Primary School

Vision Statement

'Our vision is for every child to reach their full potential within a stimulating, healthy and safe environment.

We will ensure that every child has the skills to grow into a confident and happy adult through the guidance of Our Lord, Jesus Christ.'

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

Introduction

At St Christopher's CE Primary School we aim to foster the concept of lifelong learning with both children and adults learning new things every day. Learning should be a rewarding and satisfying experience for everyone. Through our teaching we will equip our learners with the skills and understanding to make informed choices about the important things in their lives.

Aims and objectives

We believe that children learn in different ways and we provide a rich and varied learning environment to allow learners to develop their skills and abilities to their full potential.

Our school aims to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve their full potential as enthusiastic learners
- enable the school family to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem, self awareness and perseverance
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working both independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child's responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, culturally and morally
- develop an understanding of our own and other cultures

Through our teaching we aim to help each child become:

- An individual – creative, thoughtful and imaginative
- A whole person – responding to challenges, motivated, independent
- A responsible person – aware of others, questioning, understanding
- A co-operative person – part of a team, a child who can form positive relationships, a child who loved to learn

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain recognition for their efforts
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

We encourage children to take responsibility for their own learning, to be involved in reviewing the way that they learn, setting themselves targets, and to reflect on what they learn – what helps them learn and what makes it difficult for them to learn. All teachers use the key characteristics of Assessment For Learning in their teaching. These are:

- Providing feedback which leads pupils to recognise their next steps and how to take them
- Promoting confidence that every pupil can improve
- Involving pupils in reviewing and reflecting on assessment information

Effective Teaching

Planning :

Effective planning provides clarity for teachers about what to teach. Through planning pupils develop knowledge, skills and understanding in a coherent progressive manner. At both KS1 and KS2 a skills progression and long term plans have been constructed to allow for complete coverage of the National Curriculum. Most long term plans follow a multi-year rolling programme to allow for mixed year groups. Planning is informed and underpinned by regular assessment of learning. Efficient planning and good classroom organisation will ensure lessons are well paced and time is used efficiently.

In Foundation Stage, topics are planned each term but most areas of study are instigated by the interests of the children. All planning is based on the principles of the Early Years Foundation Stage curriculum.

There must be an appropriate balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group (guided teaching) whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- matching task to child
- having well organised and labelled resources
- taking time to train children in procedures
- making children aware that the teacher does not always have to be first in line of contact; other adults, children, student teachers and parent helpers can be used.

Motivation and challenge:

We focus on motivating the children and building on their skills, knowledge and understanding. We base our teaching on our knowledge of the children's attainment and our prime objective is to further their knowledge, understanding and skills. We strive to ensure that all tasks are differentiated appropriately to the child's level of ability and previous attainment and we have high expectations of all children. Due regard is given to children with Special Educational Needs with appropriate support being provided as necessary.

Achievement:

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform and share (concerts, assemblies as well as classroom activities)
- sharing success with the wider school family (parent assemblies and concerts)

The achievement of all children is the responsibility of all staff. The school is committed to improving the basic skills of all children. This relates particularly to attainment and progress in reading, writing and maths. Children are assessed on entry to the school, regardless of when they join. Teacher assessments are carried out each Oxfordshire short term and pupil progress is tracked by class teachers and the Headteacher. Together children are identified who may be underachieving and support strategies are put in place. All staff working with these individual children are informed of such targets. The child should be involved in this process by the encouragement of self appraisal and use of AfL to move their learning forward. Assessment is an integral part of the teaching and learning process.

Record Keeping :

All teachers keep detailed records of their work with the class and of individual children's progress. The school has a policy for assessment and the recording and reporting of National Curriculum subjects that are adhered to. The school tracks the levels children are achieving in reading, writing and maths. Each class teacher has an assessment folder which they are expected to keep up to date so that ongoing assessment informs planning in all subjects. These assessments are passed up to the next class teacher at the end of the year. The school has a rigorous marking policy that all staff are expected to adhere to.

Target Setting :

All children have individual targets to achieve in reading, writing, and maths; these are set each year and reviewed on a termly basis. Progress towards these targets is monitored each term. Each teacher is responsible for ensuring that children are aware of their curriculum targets and address these targets through their planning. Curriculum targets are developed using whole school or year group priorities in each subject area.

Routines and Rules:

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

Equal Opportunities:

Our teachers and teaching assistants work hard to establish good relationships with the children in their class. We treat them fairly, with kindness and respect and give them equal opportunities to take part in all class activities. All staff follow our agreed Behaviour, Discipline & Anti Bullying Policy and insist on good order and behaviour at all times as agreed in the 'Code of Conduct.' Consequences for unacceptable behaviour are followed as per this policy.

The Learning Environment

We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources and high-quality work by children. As a staff we ensure that all classrooms and shared areas are an attractive learning environment.

Displays in the school should be used to celebrate achievement and to guide work and learning (working walls). Working walls should be interactive and constantly changing with the focus of learning. Where work is displayed for celebration, it should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the different child's efforts as well as ability.

The Role of Governors

Our Governors support, monitor and review the school policies. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in raising pupil attainment
- Ensure staff development and performance management policies promote high quality teaching and learning
- Monitor the effectiveness of the school's teaching and learning policies through the self evaluation process.

The Role of Parents

We believe that parents have a fundamental role to play in helping children learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our teaching strategies
- Sending regular reports to parents in which we explain the progress made by each child and indicating the 'next steps'
- Explaining to parents how they can support their child with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies by fulfilling the requirements as set out in the home/school agreement.